

EDU80051 Professional Experience 2 – Master of Teaching (Secondary)

# Placement Expectations and requirements

Required days: 20 days full time Required setting: Years 7-12 Secondary Setting

## Overview

Practicum EDU80051 is the second secondary practicum in the Master of Teaching (Secondary) course. In order to satisfactorily complete this practicum, pre-service teachers must be assessed against a selection of the Australian Professional Standards for Teachers at Graduate stage.

The role of the Supervising Teacher in the professional setting is crucial to both the University and the PSTs in facilitating and supporting professional experience. We acknowledge and appreciate the significant time devoted to this task by Supervising Teachers. We hope that the information contained in this document, clarifies and assists in defining this role, so that this experience is rewarding for all parties.

IT IS THE RESPONSIBILITY OF THE SUPERVISING TEACHER AND PST TO FULFILL THE PLACEMENT EXPECTATIONS OUTLINED BELOW:

#### **Preparation / prior to placement:**

- Communicate prior to the commencement of placement
- Discuss arrival time and dates

#### Prepare to discuss expectations:

- Read the Swinburne Professional Experience Handbook.
- Familiarise yourself with the AITSL standards assessed in the Professional Experience Report.
- PSTs Develop and maintain a neat and organised professional experience folder

 PST's to maintain an attendance diary (PSTs are to complete a minimum of 7.5 hours per day excluding breaks).

#### Arrange a plan for week 1 including:

- Complete a school induction
- PSTs to familiarise themselves with the school's policies and procedures.
- Supervising Teacher and PST to review all of the unit assessment tasks and Professional Experience Report prior to commencing professional experience
- Encourage PST to identify (and where appropriate, implement) strategies for teaching children from diverse cultural backgrounds including Aboriginal and Torres Strait Islander students (this can be hypothetical if they are not represented in the class)

#### At all times:

- Understand and uphold the expectations for professional conduct (e.g. being punctual, dressing appropriately etc.)
- Establish and maintain professional relationships with students, staff and families.
- Actively participate in all aspects of the school life when appropriate (e.g. extra-curricular activities, staff meetings, level meetings, yard duty etc.).
- Demonstrate initiative by asking for opportunities to assist where possible.
- Assist with daily routines and support

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teaching and learning of individual students and small groups

 Supervising Teacher to Provide constructive feedback on all aspects of teaching and set goals

### **Teaching practice**

#### **PST expected to:**

- Accurately document and organise all observations, planning and reflections.
- Use the Swinburne Online lesson planning template (unless the school has a specific template for you to use) provided for all lesson planning and negotiate a time for your Supervising Teacher to review and provide feedback.
- Establish clear learning goals throughout the professional experience.
- Observe modelling and explanation of techniques and strategies for teaching.
- Increase responsibility for teaching as the professional experience progresses
- Initiate and engage in professional discussions with the Supervising Teacher about the interconnected relationship between curriculum, planning and assessment.
- Collaborate with Supervising Teacher on planning and assessment.
- Discuss classroom management and teaching strategies with their
   Supervising Teacher, and trial and embed these throughout your placement.
- Reflect on their practice and ask the Supervising Teacher for feedback about all aspects of their teaching

practice and be open and willing to receive feedback constructively.

- Provide feedback to students
- Where possible, seek out opportunities for professional development
- Use a variety of strategies to cater for individual student needs
- Obtain a copy of the Interim Report and Final Report for your records.

#### Supervising Teacher is expected to:

- Continue to provide constructive feedback on all aspects of teaching and encourage reflective practice
- Provide prompts to encourage reflective practice
- Negotiate planning time (e.g. specialist timetable or after school hours).
- Schedule regular meetings to discuss planning and progress.
- Provide ongoing, honest and constructive feedback.
- Observe and assist with marking
- Assess, evaluate and record student learning
- Share current and prior planning documents, including assessment and reporting procedure

#### Supportive resources:

Should you have any queries and/or concerns at any time throughout the practicum, please contact your Pre-Service Teachers OLA.

#### **TEACHING EXPECTATIONS:**

Throughout this practicum, PSTs are expected to undertake the specific teaching tasks which are outlined below, as a minimum requirement. Any additional teaching opportunities are at the discretion of the Supervising Teacher and in negotiation with the Pre-Service Teacher. As the PST progresses through the placement, they are expected to develop and build on the expectations outlined in prior days.

#### **UNIT ASSESSMENT REQUIREMENTS:**

- Throughout the professional experience placement, the Pre-Service Teacher will be expected to work towards the following assessment tasks:
- Lesson plans, including comments by the Supervising Teacher and Pre-Service Teacher.
- Reflective practice assignment, recording and evaluating the practicum experience.

Note: As a Supervising Teacher your feedback on teaching performance, written plans and reflective practice is important however you are not required, nor expected, to 'mark' written work

## REPORTING RESPONSIBILITIES OF THE SUPERVISING TEACHER:

We acknowledge the challenge and responsibility that comes with assessing PSTs. While we may not physically visit the setting, support

is available to Supervising Teachers through the PST's OLA. We place great faith in the professional judgement of Supervising Teachers and request an honest appraisal of the PSTs progress and final assessment. If a Supervising Teacher feels that an unsatisfactory result is warranted, their decision will be supported by the University.

- Day 10: Discuss the Pre-Service Teacher's progress mid-way through the practicum. In collaboration with the PST the Supervising Teacher must complete and email the Interim Report to the PST's OLA. If a Pre-Service Teacher is making unsatisfactory progress, the Supervising Teacher must also complete the Professional Experience Support Plan. If a student is marked as making unsatisfactory progress, the PST's OLA will make contact with the setting.
- Day 20 (Final Day): In collaboration with the PST, the Supervising Teacher must complete and email the Final Report form to the PST's OLA. The Supervising Teacher is required to provide an honest assessment of the PST's performance and sign off on the number of completed days.

Note: Whilst the Interim and Final Reports need to be completed collaboratively by both the PST and the Supervising Teacher, the reports MUST be emailed by the Supervising Teacher. Reports submitted by the PST will not be accepted.

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### Week-by-week teaching expectations

#### **Pre-service teacher expectations**

- Ensure Working with Children Check cards and Emergency contact envelopes are presented to staff at the school.
- Participate in induction and orientation sessions; ask questions to show your engagement and interest in the wider school community.
- Meet with Supervising Teacher teacher/s and collect texts and relevant resources and familiarise yourself with them.
- Commence observations of allocated classes. This may include following one group for an entire school day.
  - Participate in and record daily teaching tasks.
  - Keep detailed observation records.
  - Negotiate a specified meeting time with Supervising Teacher to discuss planning for classes and progress.

#### **Supervising Teacher expectations**

- Introduce Pre-Service Teacher (PST) to students, families and staff
- Discuss strategies to assist the PST in establishing relationships with students and families
- Discuss practicum expectations and requirements relating to confidentiality and the use of photographs
- Establish practicum goals with PST
- Unpack weekly routines with PST including any specific class, year level, specialist and/or whole school events that may need to be considered when planning
- Share current and prior planning documents, including assessment and reporting procedures
- Discuss individual students' development, interests, needs and relevant background information
- Allocate classes that Pre-Service Teachers will teach (independent/team teaching) and introduce the Pre-Service Teacher to classes.
- Facilitate observations for candidates (approximately 2 lessons per day based on 50 min lessons).

Days 1-5

Days 6-10	<ul> <li>Observe at least 2 lessons per day across subject areas and year levels and complete observation forms.</li> <li>Remind Supervising Teacher to complete the Interim Report on Day 10 of the placement.</li> <li>During observations describe specific teaching and management strategies i.e. use of language, beginning lessons and packing up of equipment at the end of lessons.</li> <li>Commence teaching at least 1 lesson per day (building up to 2 lessons per day by Day 20) based on 50 min lessons. Please note: Lesson plan to be provided to Supervising Teacher at least 24 hours prior to class.</li> <li>Attend at least one meeting per week/cycle (Faculty, year level, whole staff).</li> </ul>	<ul> <li>Facilitate classroom observations for candidates (minimum 2 lessons per day - based on 50 min lessons). Teaching responsibilities should equate between 10-12 hours.</li> <li>Schedule a meeting with the PST to complete an Interim Progress Report at the end of 10 days of placement.</li> <li>If PST is making UNSATISFACTORY progress please contact the PST's OLA immediately.</li> <li>Guide the Pre-Service Teacher's observations by asking them to describe specific teaching and management strategies i.e. use of language, beginning and concluding lessons, packing up of equipment at the end of lessons.</li> <li>Encourage Pre-Service Teacher to commence teaching approx. 1 lesson per day (building up to 2 lessons per day by Day 20) - based on 50 min lessons.</li> </ul>
Days 11-20	<ul> <li>Seek constructive feedback on all aspects of teaching and set goals for future development</li> <li>Evaluate your second professional experience Negotiate and schedule any missed days</li> <li>Schedule a meeting with the Supervising Teacher to complete and submit the Final Assessment on the last day of placement (Day 20). Save a copy of the interim and final reports for your personal records.</li> </ul>	<ul> <li>Negotiate and schedule any missed days</li> <li>Provide constructive feedback on all aspects of teaching and set goals for future development</li> <li>In collaboration with the PST complete and email the Final Assessment to the PST's OLA on the last day of placement (Day 20).</li> </ul>
Or	<b>rther information:</b> <i>line Learning Advisor (OLA)</i> ould you have any queries and/or concerns at an	y time throughout the practicum, please

contact the Pre-service Teacher's Online Learning Advisor directly. The Pre-service Teacher can provide contact details if required.

#### Student Advisors

For urgent concerns our Student Advisors are also available by phone (1300 937 765) 7 days a week between 8am - 9pm Monday to Friday and 10am - 6pm on weekends (AEST/AEDT) or via email (help@swinburneonline.com).



## **Professional Experience Reports**

All Professional Experience Interim and Final Reports must be completed in collaboration with the PST and submitted via email to the PST's OLA. We place great faith in the Supervising Teachers professional judgement and request an honest assessment of the Pre-Service Teacher's (PSTs) progress and final assessment. Considering the level expected for the particular professional experience, Supervising Teacher teachers and the nominated supervisors are asked to make a professional judgement and assess the overall performance of the Pre-Service Teacher. In order to satisfactorily complete this practicum, the Pre-service Teacher is required to meet the relevant Australian Professional Standards for Teachers at Graduate stage (AITSL, 2014). Supervising Teachers should apply professional judgements using evidence of the PST's demonstrated knowledge, practice, and engagement in relation to the expected APST descriptors for the stage. Consideration should be given for the placement context and opportunities to encounter relevant experiences enabling the PST to demonstrate the APST. The Australian Professional Standards for Teachers are grouped into 5 sections: Section 1: Planning for learning and teaching, Section 2: Teaching Effectively, Section 3: Creating and Maintaining Supportive Learning Environments, Section 4: Assessing and Providing Feedback for Learning, Section 5: Demonstrating Professional and Ethical Conduct. The Day 10 Interim Report and the Final Report will assess the PST's progress against the 5 APST Standard Sections.

In the Interim Report PSTs can be assessed as:

- SP Satisfactory Progress (The student is making satisfactory progress at the level indicated)
- WT Working Towards (The student is working towards satisfactory progress at the level indicated or has not yet had a suitable opportunity to demonstrate competence in this APST Section. In either case, the PST may require additional support for this APST Section in the second half of the placement)
- CC Cause for Concern (The student is not making satisfactory progress at the level indicated. The PST will require additional support in this APST Section in the second half of the placement and a Support Plan must be submitted with the Interim Report)

In the Final Report PSTs can be assessed as:

- E Exceeds (APST descriptor has been met above expectation)
- M Met (APST descriptor has been met)
- NM Not Met (APST descriptor has not been met) \*Please note: If a Pre-service Teacher is awarded a NM for
- any of the standards, they must receive an "UNSATISFACTORY"
- NE Not Encountered (No opportunity to meet the APST descriptor). \*Please note: Before providing a NE, please consider a supportive reflective discussion about the APST focus area with the PST that will allow the PST to demonstrate their understanding of the APST. This discussion will validate a Met (M) result for the APST focus area.

	Key Areas	EDU70017	EDU80051	EDU80021
	1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of learners and how these may affect learning.	X	X	$\boxtimes$
	1.2 Demonstrate knowledge and understanding of research into how learners learn and the implications for teaching.	X	X	$\mathbf{X}$
teaching	1.3 Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of learners from diverse linguistic, cultural, religious and socioeconomic backgrounds.		X	$\mathbf{X}$
tion 1 Planning for learning and teaching	1.5 Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of learners across the full range of abilities.			$\boxtimes$
g for le	2.2 Organise content into an effective learning and teaching sequence.	$\mathbf{X}$	$\mathbf{X}$	X
1 Plannin	2.3 Use curriculum, assessment and reporting knowledge to design learning experiences, learning sequences and lesson plans.	X	X	$\mathbf{X}$
Section	2.5 Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	X	X	$\mathbf{X}$
	3.1 Set learning goals that provide achievable challenges for learners of varying abilities and characteristics.		X	$\mathbf{X}$
	3.2 Plan lesson sequences using knowledge of learners' learning, content and effective teaching strategies.		X	$\boxtimes$
Section 2 Teaching Effectively	1.4 Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of learners from Aboriginal and Torres Strait Islander backgrounds	X	$\mathbf{X}$	$\mathbf{X}$

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	2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area	X	X	$\mathbf{X}$
	2.4 Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	X	X	$\mathbf{X}$
ely	2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for learners.		X	$\mathbf{X}$
Section 2 Teaching Effectively	3.3 Include a range of teaching strategies.	X	X	$\mathbf{X}$
sction 2 Teac	3.4 Demonstrate knowledge of a range of resources, including ICT, that engage learners in their learning.	X	X	$\mathbf{X}$
, S	3.5 Demonstrate a range of verbal and non-verbal communication strategies to support learner engagement.	X	X	$\mathbf{X}$
	3.6 Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve learners' learning			$\mathbf{X}$
	3.7 Describe a broad range of strategies for involving parents/carers in the educative process.			$\mathbf{X}$
Supportive	1.6 Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of learners with disability			$\mathbf{X}$
eating and Maintaining Learning Environments	4.1 Identify strategies to support inclusive student participation and engagement in classroom activities			$\mathbf{X}$
Section 3 Creating and Maintaining Supportive Learning Environments	4.2 Demonstrate the capacity to organise classroom activities and provide clear directions	X	X	$\mathbf{X}$
Section 3 -	4.3 Demonstrate knowledge of practical approaches to manage challenging behaviour.		X	$\mathbf{X}$

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	4.4 Describe strategies that support students' wellbeing and safety working within learning contexts and/or system, curriculum and legislative requirements	$\mathbf{X}$	X	$\mathbf{X}$
	4.5 Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching	X	X	$\mathbf{X}$
or Learning	5.1 Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess learners' learning.	$\mathbf{X}$	X	$\mathbf{X}$
Section 4 Assessing and Providing Feedback for Learning	5.2 Demonstrate an understanding of the purpose of providing timely and appropriate feedback to learners about their learning.	$\mathbf{X}$	X	$\boxtimes$
and Providing	5.3 Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of learners' learning.			$\mathbf{X}$
4 Assessing a	5.4 Demonstrate the capacity to interpret learner assessment data to evaluate learners' learning and modify teaching practice.	$\mathbf{X}$	X	$\mathbf{X}$
Section 4	5.5 Demonstrate understanding of a range of strategies for reporting to learners and parents/carers and the purpose of keeping accurate and reliable records of learner achievement.		X	$\mathbf{X}$
sional and	6.1 Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.		X	$\boxtimes$
nonstrating Profess Ethical Conduct	6.2 Understand the relevant and appropriate sources of professional learning for teachers.		X	$\boxtimes$
Section 5 Demonstrating Professional and Ethical Conduct	6.3 Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	$\mathbf{X}$	X	$\mathbf{X}$
Section	6.4 Demonstrate an understanding of the rationale for continued professional learning and the implications for improved learners' learning.			$\mathbf{X}$

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	onal and	7.1 Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	$\mathbf{X}$	X	$\boxtimes$
	Section 5 Demonstrating Professional and Ethical Conduct	7.2 Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school/learning setting stage		X	$\mathbf{X}$
	5 Demonstra Ethical	7.3 Understand strategies for working effectively, sensitively and confidentially with parents/carers	$\mathbf{X}$	X	$\mathbf{X}$
	Section	7.4 Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.			$\mathbf{X}$

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#### Examples of evidence for Reports

The following are examples of evidence that may be used to demonstrate competence in each of the AITSL standards. PSTs are <u>NOT</u> expected to demonstrate all examples, these are just suggestions. Please refer to the previous pages to determine which standards your PST is expected to be demonstrating in their specific unit. This document covers ALL standards; when the online FINAL REPORT is completed, unit-specific examples are provided in the standard description.

Standard	Examples of evidence
S	ection 1 Planning for learning and teaching
1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of learners and how these may affect learning	<ul> <li>Demonstrates understanding through written observations</li> <li>Identifies that all students learn in different ways. This is shown through the planning of a range and variety of activities</li> <li>Recognises students' individual needs.</li> <li>Anticipates where adjustments are necessary for individual students' needs and plans and implements these adjustments e.g. extension activities, extra support</li> <li>Makes effective links between their previous and current lessons and students' understandings</li> </ul>
1.2 Demonstrate knowledge and understanding of research into how learners learn and the implications for teaching	<ul> <li>Identifies that all students learn in different ways. This is shown through their planning and reflection</li> <li>Identifies individual students' needs in a targeted learning area. Evidence would be in written targeted observations</li> <li>Sets clear expectations for what the students will learn during the lesson</li> <li>Identifies that all students learn in different ways</li> <li>Scaffolding and signposting is evident in teaching and learning.</li> <li>Responds to learner needs and attempts to involve all students. Adjusts teaching.</li> <li>Identifies the teaching strategies used to cater for ESL students and students with special needs in written observations and transfers these into lessons</li> </ul>
1.3 Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of learners from diverse linguistic, cultural, religious and socioeconomic backgrounds	<ul> <li>Identifies the teaching strategies used to cater for diverse students in written observations and transfers these to lesson planning</li> <li>Uses varied topics, text examples and situations to give a 'voice' to all students</li> <li>Records and reflects on the inclusiveness of own teaching practice</li> </ul>
1.5 Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of learners across the full range of abilities	<ul> <li>Recognises students' specific learning needs and how they are catered for within the learning environment</li> <li>Extension activities and higher order thinking tasks are evident in lesson planning</li> <li>Scaffolding and other support strategies are evident</li> <li>Questions are designed to establish what students have learnt from the lesson</li> <li>Demonstrates an ability to differentiate between the learning understood and missed</li> <li>Reflects and subsequently varies teaching strategies for individuals</li> </ul>
2.2 Organise content into an effective learning and teaching sequence	<ul> <li>Develops well-structured lesson plans within the wider curriculum/curriculum framework context</li> <li>Uses strategies to structure and sequence the learning e.g. starting with intention, linking to prior learning, using steps, using examples, questioning and giving feedback</li> <li>Relates the learning to students' lives</li> <li>Uses strategies to engage students in the content and reflects upon the effectiveness of these</li> </ul>

2.3 Use curriculum, assessment	<ul> <li>Provides input into the design of assessment tasks and criteria/rubrics</li> </ul>
and reporting knowledge to	for assessment (where appropriate)
design learning experiences,	<ul> <li>Contributes to marking and moderating assessment tasks</li> <li>(where appropriate)</li> </ul>
learning sequences and lesson	<ul><li>(where appropriate)</li><li>Provides feedback to students</li></ul>
plans.	
	<ul> <li>Willingly attends parent teacher meetings (where applicable)</li> <li>Willingly reflects on teaching practice and responds to feedback</li> </ul>
	<ul> <li>Willingly reflects on teaching practice and responds to feedback</li> </ul>
	to influence future teaching
	Collects evidence from students of their understanding of concepts
	in informal and/or formal ways and feedback is provided
	Demonstrates effective record keeping
	<ul> <li>Designs formative assessment items in lesson planning</li> </ul>
	(where appropriate)
	<ul> <li>Changes their approach to instruction, level of content, or pedagogy</li> </ul>
	in response to collected data over the course of a practicum to meet
	the needs of students
	<ul> <li>Reflects on the appropriateness/level of challenge of materials</li> </ul>
	and approaches
	<ul> <li>Designs tasks in order to lead to assessment (linking to assessment</li> </ul>
	tasks)
	(where appropriate)
2.5 Know and understand	<ul> <li>Demonstrates awareness of the curriculum/curriculum</li> </ul>
literacy and numeracy teaching	framework documents and policies within the school/Early
strategies and their application	Learning setting
in teaching areas.	<ul> <li>Teaches/models grammatical and English language conventions</li> </ul>
	<ul> <li>Teaches/models appropriate numerical conventions</li> </ul>
	<ul> <li>Explicitly teaches the language of a content discipline (where</li> </ul>
	appropriate)
	<ul> <li>Plans and teaches activities that improve the language, literacy and</li> </ul>
	numeracy of students Uses teaching moments to extend the
	language,
	<ul> <li>literacy and numeracy skills of class and individuals</li> </ul>
3.1 Set learning goals that	<ul> <li>Demonstrates an awareness of the needs to differentiate learning</li> </ul>
provide achievable challenges	goals and plans strategies to assist students in meeting these goals
for learners of varying abilities	<ul> <li>Identifies objectives/goals for students as established by</li> </ul>
and characteristics.	the school/faculty/unit
	<ul> <li>Articulates goals for strategies used in class</li> </ul>
	<ul> <li>Identifies different types of goals/objectives;</li> </ul>
	<ul> <li>content based/driven</li> </ul>
	<ul> <li>classroom management</li> </ul>
	o skills
	o values
	<ul> <li>Establishes clear, stated, achievable learning objectives that match</li> </ul>
	the needs of students
	<ul> <li>Ensures that goals are met and checks this</li> </ul>
	<ul> <li>Articulates goals unambiguously, in different contexts:</li> </ul>
	<ul> <li>lesson plans</li> </ul>
	<ul> <li>learning objectives</li> </ul>
	<ul> <li>classroom management</li> </ul>
	<ul> <li>communicated to students</li> </ul>
	<ul> <li>discussions with Supervising Teacher</li> </ul>
	<ul> <li>consistent with unit</li> </ul>
	<ul> <li>Recognises short and long term planning in lesson plan materials</li> </ul>
	<ul> <li>Sets learning objectives and develops lesson plan that enable</li> </ul>
	acquisition of this learning objective
	<ul> <li>Develops lesson plans that include strategies/activities for</li> </ul>
	- Develops lesson plans that include strategies/activities 101
	different learners <ul> <li>Adjusts learning goals for individuals</li> </ul>

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3.2 Plan lesson sequences	Demonstrates the ability to develop, teach and assess (with
using knowledge of learners'	guidance) a unit based on curriculum guidelines (where appropriate)
learning, content and effective	• Demonstrates the ability to reflect on the achievement of learning goals
teaching	and subsequently adjusts the teaching/learning activities where
strategies.	necessary
	Section 2 Teaching Effectively
1.4 Demonstrate broad	Proactively asks about cultural backgrounds and the impact on
knowledge and understanding	students'
of the impact of culture, cultural	learning and uses this information in planning and teaching
identity and linguistic	Identifies the teaching strategies used to cater for the diverse     linguistic backgrounds of Abariaisal and Tarras Crait Islander
background on the education of learners	linguistic backgrounds of Aboriginal and Torres Strait Islander learners in written
from Aboriginal and Torres	<ul> <li>observations and transfers these to lesson planning (where</li> </ul>
Strait Islander backgrounds	appropriate)
Strate Islander Backgrounds	<ul> <li>Shows understanding of and responds to the different</li> </ul>
	circumstances of some students
	Actively liaises with Supervising Teachers and support
	staff in the school and community
	Records and reflects on own teaching practice
	Researches available programs to support student learning
2.1 Demonstrate knowledge	<ul> <li>Uses and unpacks content specific language, metalanguage</li> </ul>
and understanding of the	<ul> <li>Demonstrates accuracy with content/concepts</li> </ul>
concepts, substance and	<ul> <li>Responds to content specific questions from students</li> </ul>
structure of the content and	<ul> <li>Uses a range of observable pedagogies to promote understanding of</li> </ul>
teaching strategies of the	concepts/content e.g. recognition of prior learning, structuring of key
teaching area	points, uses examples/real world applications to apply to
	content/concepts, demonstrates knowledge of the concept of
	procedure
	<ul> <li>Has a good knowledge of teaching strategies and uses a variety of them to engage students and deliver the content effectively.</li> </ul>
	<ul><li>them to engage students and deliver the content effectively</li><li>Reflects on the link between teaching strategies and student</li></ul>
	<ul> <li>understanding of concepts and makes adjustments throughout the</li> </ul>
	teaching process
2.4 Demonstrate broad	<ul> <li>Demonstrates awareness of the curriculum documents and</li> </ul>
knowledge of, understanding of	policies within the school
and respect for Aboriginal and	<ul> <li>Models respectful/empathetic language and discourse in</li> </ul>
Torres Strait Islander histories,	addressing Indigenous issues
cultures and languages.	<ul> <li>Consults with Supervising Teacher regarding pertinent issues</li> </ul>
	<ul> <li>Selects appropriate resources and texts</li> </ul>
	<ul> <li>Plans and incorporates discussion/material that promotes</li> </ul>
	understanding/recognition of Indigenous issues at every
	opportunity
	Demonstrates understanding of the importance of promoting
	reconciliation between Indigenous and non-Indigenous Australians
2.6 Implement teaching	<ul> <li>Demonstrates an awareness of school policy</li> <li>Dreastingly sources resources within the school that would be</li> </ul>
strategies for using ICT to expand curriculum learning	<ul> <li>Proactively sources resources within the school that would be appropriate for learning experiences</li> </ul>
opportunities for learners.	<ul> <li>Shows a willingness to communicate digitally</li> </ul>
opportunities for leathers.	<ul> <li>Uses the interactive whiteboard to show the students' learning not just</li> </ul>
	to
	deliver the content
	<ul> <li>Uses a variety of ICT which may include communicating digitally,</li> </ul>
	using interactive whiteboards, cameras, computers
	<ul> <li>Identifies/recognises alternative ICT that could be used in classes</li> </ul>
	<ul> <li>Uses relevant ICT within the teaching and learning program</li> </ul>
	<ul> <li>Uses ICT to promote engagement and understanding - Uses ICT</li> </ul>
	in resource development and planning
	<ul> <li>Explicitly teaches the use of ICT with students</li> </ul>

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	Explicitly models and teaches the ethical use of ICT		
3.3 Include a range of teaching strategies.	<ul> <li>Plans and implements lesson activities that encourage critical thinking, creativity and problem solving</li> <li>Uses a range of strategies including; Whole group, small groups, individual, ICT, peer scaffolding</li> <li>Demonstrates ability (where appropriate) in:         <ul> <li>Explanation of concepts</li> <li>Industry Based Learning</li> <li>Inductive learning</li> <li>Group work/collaborative</li> <li>odiscussion management</li> <li>Questioning skills</li> <li>ICT + Web 2.0</li> <li>Graphic organisers</li> <li>Kinaesthetic approaches</li> </ul> </li> <li>Relates strategies appropriately to coherent pedagogies (where appropriate)</li> <li>Demonstrates diversity of approaches across a sequence of lessons</li> <li>(where appropriate)</li> </ul>		
	<ul> <li>Demonstrates the ability to change/adapt strategies within a lesson in response to student performance/understanding/engagement (where appropriate)</li> <li>Uses effective questioning techniques that maximise participation and</li> <li>encourage higher level thinking</li> </ul>		
3.4 Demonstrate knowledge of a range of resources, including ICT, that engage learners in their learning.	<ul> <li>Locates and collects resources developed by the school/setting for specific learning programs/units</li> <li>Uses ready-made resources and creates own resources to enhance learning</li> <li>Seeks out and uses appropriate internet resources</li> <li>Uses a diverse range of resources specific to content/concepts</li> <li>Uses of a range of sources</li> <li>Uses appropriate conventions regarding academic integrity/referencing, acknowledging of sources</li> <li>Balances bias/recognition of bias in the use of resources</li> <li>Provides props, visual aids, cues to support understanding for a student</li> </ul>		
3.5 Demonstrate a range of verbal and non-verbal communication strategies to support learner engagement.	<ul> <li>with a wide range of levels of prior knowledge and understanding</li> <li>Shows an ability to relate to and work with students e.g. attempts to learn names, converses with individuals, listens, smiles</li> <li>Moves effectively within a learning space</li> <li>Body language is open, encouraging and 'safe'</li> <li>Uses appropriate: <ul> <li>volume</li> <li>pitch</li> <li>tone</li> <li>language</li> <li>forms of address</li> <li>grammatical conventions</li> <li>body language, eye contact, gestures (hands-up)</li> </ul> </li> <li>Responds appropriately to student behaviours/contributions</li> </ul>		
	<ul> <li>Asserts themselves in a classroom environment as relevant</li> <li>Provides informal feedback (inclusive, elaborative) to build student engagement</li> <li>Uses warm-up activity to engage student participation</li> </ul>		

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	<ul> <li>Provides feedback to each student</li> </ul>
	<ul> <li>Has an active and engaging presence not seated, narrow,</li> </ul>
	restrictive delivery of teaching
	Uses gestures to communicate
	Provides clear instruction
	Seeks out unresponsive students
3.6 Demonstrate broad	Collaborates and engages in discussions with other teachers
knowledge of strategies that can	Reflects at the end of the lesson to inform future work
be used to evaluate teaching	Guides design and implementation of assessment items
programs to improve learners'	<ul> <li>Is actively involved in moderation</li> </ul>
learning	Analyses assessment data
	Collects feedback from students to inform future planning and teaching     Chapter for understanding
	Checks for understanding     Figure learning
	Evaluates learning     Currents student percention of unit
	Surveys student perception of unit     Contributes to local discussions recording locations over a signature
	Contributes to level/school discussions regarding learning experiences
27 Describe a bread range of	and assessment
3.7 Describe a broad range of	Prepares a written introduction to parents     Chause an expense (willing page to have parent involvement)
strategies for involving	<ul> <li>Shows an openness/willingness to have parent involvement in classrooms/enosist events</li> </ul>
parents/carers in the educative	in classrooms/special events
process.	<ul> <li>Willingly becomes involved in PT interviews (if relevant)</li> <li>Keeps detailed and accurate records of student performance for</li> </ul>
	<ul> <li>Keeps detailed and accurate records of student performance for future reporting (where appropriate)</li> </ul>
	future reporting (where appropriate)
	<ul> <li>Uses diaries (homework, feedback) (where appropriate)</li> <li>Observes the Supervising Teacher's appropriate with parents and</li> </ul>
	Observes the Supervising Teacher's engagement with parents and     participatos in projection propagation
	participates in pre-interview preparation
	<ul> <li>Uses school/pre-school policies/protocols for parent-teacher contact</li> <li>Use of diaries (homework, foodback) (where appropriate)</li> </ul>
	<ul> <li>Use of diaries (homework, feedback) (where appropriate)</li> <li>Observe and contribute to PT interviews (if appropriate)</li> </ul>
	<ul> <li>Collects school/service newsletters</li> </ul>
	<ul> <li>Observes and discusses strategies for beginning teachers, in regard to</li> </ul>
	<ul> <li>Observes and discusses strategies for beginning teachers, in regard to</li> <li>encouraging positive involvement with parents</li> </ul>
Section 3 C	reating and Maintaining Supportive Learning Environments
1.6 Demonstrate broad	<ul> <li>Proactively asks about students with a disability and the impact on</li> </ul>
knowledge and understanding	students' learning
of legislative requirements and	<ul> <li>Demonstrates consistency with the modelled support programs</li> </ul>
teaching strategies that support	being used
participation and learning of	<ul> <li>Actively liaises with Supervising Teachers and support staff in the school</li> </ul>
learners with disability	and
	<ul> <li>community to develop learning activities</li> </ul>
4.1 Identify strategies to support	<ul> <li>Supports participation with effective questioning i.e. accepts wide range</li> </ul>
inclusive student participation	of responses, uses praise/encouragement probes, redirects, asks why,
and engagement in classroom	acknowledges student effort & responses
activities	<ul> <li>Provides a range of learning experiences e.g. visual materials,</li> </ul>
	questions rather than didactic, models tasks, uses hands-on activities,
	relates task to personal experiences
	<ul> <li>Knows the students as individuals</li> </ul>
	<ul> <li>Physical classroom environment, including seating plans,</li> </ul>
	to increase participation
	<ul> <li>Aware of barriers to participation e.g. ASD, culture</li> </ul>
	<ul> <li>Knowledge of personalities in the room (esp. when grouping)</li> </ul>
	<ul> <li>Provides for students to take responsibility for own learning</li> </ul>
	<ul> <li>Walks around the class providing individual support</li> </ul>
	<ul> <li>Teaches for success</li> </ul>
	<ul> <li>focuses initially on engagement rather than content</li> </ul>
	<ul> <li>communicates expectations of behaviour and learning</li> </ul>
	<ul> <li>repeats key phrases to assist student understanding</li> </ul>
	<ul> <li>uses social scaffolding (pairs to present) in high risk situations</li> </ul>

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	<ul> <li>Uses an enthusiastic and happy tone of voice. Shows a genuine liking of</li> <li>students</li> </ul>
4.2 Demonstrate the capacity to organise classroom activities and provide clear directions	<ul> <li>Routines and procedures are explicitly taught, modelled and reinforced</li> <li>Redirects students not following procedures</li> <li>Lessons have a clear structure that students are aware of and are able to follow (where appropriate)</li> <li>Timeframes are mainly accurate and appropriate to the task &amp; concentration spans</li> <li>Expectations are clearly stated for each activity</li> <li>Provides clear directions</li> <li>Resources are well organised</li> <li>Students mainly stay on-task (where appropriate)</li> </ul>
4.3 Demonstrate knowledge of practical approaches to manage challenging behaviour.	<ul> <li>Establishes expectations, models and reinforces these</li> <li>Knows the students</li> <li>Uses a seating plan to prevent/deal with misbehaviour</li> <li>Understands the difference between proactive management and reactive management and gives priority to proactive strategies</li> <li>Analyses the causes of misbehaviour. Reflects on lesson plan as a starting point. Reflects and develops a plan of action</li> <li>Implements the school behaviour management policy and follows through with consequences</li> <li>Is consistent</li> <li>Uses visual reminders (signs/posters)</li> <li>Demonstrates knowledge of behaviour management theories and uses a range of strategies</li> <li>Researches and seeks help</li> </ul>
4.4 Describe strategies that support students' wellbeing and safety working within learning contexts and/or system, curriculum and legislative requirements	<ul> <li>Knows what safety is</li> <li>Knows the government protection strategies</li> <li>Knows the school's/services protection policies</li> <li>Passes on information</li> <li>Knows the resources of the school/service i.e. G.O., school nurse</li> <li>Knows OHS standards/procedures</li> <li>Knows the anti-bullying policy- implements and supports the school's/services policy. Is aware of latest programs (where appropriate)</li> <li>Knows the school/services emergency procedures</li> <li>Models sun safety practices and enforces them with students</li> <li>Identifies potentially unsafe situations and is proactive in solving – risk assessment</li> <li>Collaborates and asks for help</li> </ul>
4.5 Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching	<ul> <li>Knows the National and State ICT policies and expectations (where appropriate)</li> </ul>

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5.1 Demonstrate understanding	<ul> <li>Understands how we choose assessment strategies to suit</li> </ul>
of assessment strategies,	the context/students/community (where appropriate)
including informal and formal,	<ul> <li>Understands the literacy requirements (where appropriate)</li> </ul>
diagnostic, formative and	<ul> <li>Writes an appropriate piece of assessment (where appropriate)</li> <li>Practices using a marking scitorion recording data and applying data</li> </ul>
summative approaches to assess	<ul> <li>Practises using a marking criterion, recording data, and analysing data to inform remediation (where appropriate)</li> </ul>
learners' learning.	to inform remediation (where appropriate)
	<ul> <li>Shares observations of children's learning informally, both through conversations and in written work</li> </ul>
	conversations and in written work
	<ul> <li>With Supervising Teacher has effectively evaluated curriculum and learning plans</li> </ul>
5.2 Demonstrate an	<ul> <li>Regularly gives feedback to students on their learning e.g. responses</li> </ul>
understanding of the purpose of	to answers, responses to class work, responses to homework,
providing timely and appropriate	responses to individuals on progress during tasks and assignment
feedback to learners about their	work (where appropriate)
learning.	<ul> <li>Gives formative and summative feedback and/or regularly</li> </ul>
	provides feedback to children about their learning
	<ul> <li>Uses a range of strategies to give feedback: oral, written,</li> </ul>
	conferencing, test results (where appropriate)
	<ul> <li>Demonstrates an understanding of the place for feedback within the</li> </ul>
	<ul> <li>teaching process</li> </ul>
5.3 Demonstrate understanding	<ul> <li>Plans, discusses and reviews assessment of children's learning with</li> </ul>
of assessment moderation and its	Supervising Teacher. Justifies judgements using criteria (where
application to support consistent	appropriate)
and comparable judgements of	<ul> <li>Draws on professional knowledge of children's development and</li> </ul>
learners' learning.	learning to assess children's learning in context
	<ul> <li>Knows the moderation process for the school/service and, if possible,</li> </ul>
	<ul> <li>participates in the process</li> </ul>
5.4 Demonstrate the capacity to	<ul> <li>Knows how to access this data</li> </ul>
interpret learner assessment data	<ul> <li>Knows how to keep this data</li> </ul>
to evaluate learners' learning and	<ul> <li>Uses/describes how students data translates to teaching practices</li> </ul>
modify teaching practice.	<ul> <li>Interprets table/graphs (where appropriate)</li> </ul>
	Uses data to remediate (where appropriate)
	Collaborates with Supervising Teacher and others to implement support
	<ul> <li>Uses knowledge of student understanding from a lesson to</li> </ul>
	inform subsequent lessons (where appropriate)
	<ul> <li>Collaborates with Supervising Teacher to evaluate student learning and modificurity</li> </ul>
	modify units • (where appropriate)
5.5 Demonstrate understanding	<ul> <li>Knows a range of strategies such as formal and informal</li> </ul>
of a range of strategies for	<ul> <li>Knows how to interpret and use strategies</li> </ul>
reporting to learners and	<ul> <li>Keeps accurate records</li> </ul>
parents/carers and the purpose	<ul> <li>Uses various methods of gathering evidence</li> </ul>
of keeping accurate and reliable	<ul> <li>Knows the legal recommendations</li> </ul>
records of learner achievement.	<ul> <li>Knows how "one school" works</li> </ul>
	<ul> <li>Keeps a record of contacts</li> </ul>
	<ul> <li>Knows methods of contacts for parents</li> </ul>
	<ul> <li>Knows how to locate/access student information</li> </ul>
	<ul> <li>Knows who to talk to regarding the issue referral process</li> </ul>
	<ul> <li>Knows the procedures for recording results</li> </ul>
	<ul> <li>Reflects on issues</li> </ul>
Sectio	n 5 Demonstrating Professional and Ethical Conduct
6.1 Demonstrate an	<ul> <li>Understands the importance of regular professional development in</li> </ul>
understanding of the role of the	all learning areas
Australian Professional Standards	<ul> <li>Demonstrates how ICT can improve personal goals and</li> </ul>
for Teachers in identifying	professional practice
professional learning needs.	<ul> <li>Critically reflects on own practice and identifies strengths and areas</li> </ul>
	for improvement
	<ul> <li>Demonstrates a sound understanding of the Australian professional</li> </ul>

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	<ul> <li>Standards and uses them as a basis for setting improvement goals</li> </ul>
6.2 Understand the relevant and appropriate sources of professional learning for teachers.	<ul> <li>Willingly attends professional learning sessions with the Supervising Teacher (where applicable)</li> <li>Proactively seeks out various forms of external professional learning and applies the learnt strategies to practice</li> <li>Keeps up to date with educational ICT resources and tools</li> </ul>
6.3 Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	<ul> <li>Openly discusses areas for improvement with the Supervising Teacher</li> <li>Applies constructive feedback from the Supervising Teacher to improve teaching practices</li> <li>Proactively seeks feedback for improvement</li> </ul>
6.4 Demonstrate an understanding of the rationale for continued professional learning and the implications for improved learners' learning.	<ul> <li>Feedback from the Supervising Teacher is reflected in future planning and practice</li> <li>Discusses with the Supervising Teacher, ways that they can implement professional learning to improve student learning</li> </ul>
7.1 Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	<ul> <li>Dresses, speaks and behaves in a professional manner</li> <li>Interacts with children, families and staff respectfully</li> <li>Familiar with school and jurisdictional documentation on ethics and</li> <li>conduct</li> </ul>
7.2 Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school/learning setting stage	<ul> <li>Seeks advice from the Supervising Teacher on the relevant legislative, administrative and organisational policies and processes required for teachers</li> <li>Engages in professional discussions with the Supervising Teacher about polices and processes according to the school stage</li> <li>Diligently complies with all policies and processes</li> </ul>
7.3 Understand strategies for working effectively, sensitively and confidentially with parents/carers	<ul> <li>Records reflections about how the Supervising Teacher communicates and maintains relationships with families</li> <li>With the support of the Supervising Teacher, applies strategies to communicate and establish professional relationships with families. E.g. greets and farewells parents by name on arrival and introduces self as a Pre-service Teacher when appropriate</li> <li>Investigates and/or trials (with Supervising Teacher guidance) various ways that digital resources can be used for communicating effectively, ethically, sensitively</li> <li>and confidentially with teachers, and parents or carers where applicable</li> </ul>
7.4 Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.	<ul> <li>Proactively seeks advice from Supervising Teachers and teachers on external professional development and professional associations</li> <li>Demonstrates an awareness of the vast opportunities/partnerships/resources available within the wider community and discusses ways that they could be incorporated into unit of works</li> <li>Investigates the range of opportunities for sharing and enhancing professional practice available through online communication with experts and community representatives, and contribution to professional and community sites, online discussions and forums</li> </ul>

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